

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mr. Charles A. Kraft  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Joseph Catholic School  
(As it should appear in the official records)

School Mailing Address 81 Lacy Street  
(If address is P.O. Box, also include street address)

Marietta Georgia 30060-1153  
City State Zip Code+4 (9 digits total)

Tel. (770) 428-3328 Fax (770) 424-2960

Website/URL www.stjosephschool.org Email ckraft@stjosephschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

*Private Schools: If the information requested is not applicable, write N/A in the space.*

Name of Superintendent Ms. Judith Mucheck  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Atlanta Tel. (404) 885-7428

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs. Carla Bailey  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART II - DEMOGRAPHIC DATA**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:  
☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural
4. 2 Number of years the principal has been in her/his position at this school.  
3 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	24	27	<b>51</b>		<b>7</b>	27	21	<b>48</b>
<b>1</b>	21	35	<b>56</b>		<b>8</b>	23	19	<b>42</b>
<b>2</b>	30	25	<b>55</b>		<b>9</b>			
<b>3</b>	30	29	<b>59</b>		<b>10</b>			
<b>4</b>	22	34	<b>56</b>		<b>11</b>			
<b>5</b>	23	26	<b>49</b>		<b>12</b>			
<b>6</b>	23	32	<b>55</b>		Other			
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>					<b>471</b>

6. Racial/ethnic composition of the students in the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>92</u> | % White                          |
| <u>2</u>  | % Black or African American      |
| <u>4</u>  | % Hispanic or Latino             |
| <u>2</u>  | % Asian/Pacific Islander         |
| <u>0</u>  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 3.4 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	475
(5)	Subtotal in row (3) divided by total in row (4)	.034
(6)	Amount in row (5) multiplied by 100	3.4

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages:   English  
                               Spanish

9. Students eligible for free/reduced-priced meals: 0 %

0 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{0}{0}$  %  
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

$\frac{0}{0}$ Autism	$\frac{0}{0}$ Orthopedic Impairment
$\frac{0}{0}$ Deafness	$\frac{0}{0}$ Other Health Impaired
$\frac{0}{0}$ Deaf-Blindness	$\frac{0}{0}$ Specific Learning Disability
$\frac{0}{0}$ Hearing Impairment	$\frac{0}{0}$ Speech or Language Impairment
$\frac{0}{0}$ Mental Retardation	$\frac{0}{0}$ Traumatic Brain Injury
$\frac{0}{0}$ Multiple Disabilities	$\frac{0}{0}$ Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	$\frac{2}{0}$	$\frac{0}{0}$
Classroom teachers	$\frac{23}{3}$	$\frac{3}{0}$
Special resource teachers/specialists	$\frac{2}{0}$	$\frac{0}{0}$
Paraprofessionals	$\frac{0}{3}$	$\frac{3}{0}$
Support staff	$\frac{5}{4}$	$\frac{4}{0}$
Total number	$\frac{32}{10}$	$\frac{10}{0}$

12. Student-“classroom teacher” ratio:  $\frac{1:16}{0}$

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	98%	99%	98%	98%	98%
Daily teacher attendance	99%	99%	99%	98%	99%
Teacher turnover rate	9%	15%	20%	15%	20%
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

### **PART III - SUMMARY**

St. Joseph Catholic School, 81 Lacy Street, Marietta, Georgia, is an elementary and middle school celebrating its 50<sup>th</sup> anniversary. St. Joseph Catholic School is the center of Catholic education in Marietta, Georgia.

The mission of our school is to engage the school community in creating a quality education within a Catholic environment which fosters the current and future development of the whole child. Our student body is a passionate group of people with one common goal: to become more Christ like in our everyday lives.

St. Joseph Catholic School has an enrollment of 471 students in grades kindergarten through eight. There are two classes for each grade. Each class has between 25-29 students.

St. Joseph Catholic School is accredited by the Southern Association of Colleges and Schools (SACS).

Prior to admission each student is given an evaluation test. Each spring the Iowa Test of Basic Skills is administered.

Spanish is taught to the students in the school. The goal of the Spanish program is to teach conversational skills and an understanding of the culture. Students in grades kindergarten through five receive instruction in Spanish once a week for approximately 30-45 minutes. For students in grades six through eight, instruction is twice weekly, for a 44 minute period.

Computer technology is an integral part of our school. Students in kindergarten through third grade receive instruction in basic computer skills once a week, while students in grades four through eight receive instruction twice a week. The school is completely networked with internet capability, which provides up-to-date information and unlimited resources to our teachers and students. We are in our first year of a five year strategic plan to further improve our technology resources and the integration into the curriculum. We use the school website and our Homework Site to communicate important information to our parents.

Religion and music play essential roles in our school wide curriculum goals. Religion is taught on a daily basis and is an integral part of our student life. The day begins and ends with a prayer led by our students. Through scripture, prayer, song, and student participation in the school community, we incorporate the teachings of Jesus as they impact our lives and give thanks for our talents and gifts. Music is also an integral part of our curriculum. One period of instruction each week is provided to all students from kindergarten through eighth grade.

St. Joseph Catholic School is presently conducting a Capital Campaign to raise money to build a gymnasium and a new middle school. The construction of these new buildings should be complete by the summer of 2004.

The school is staffed solely by lay people. The teachers are involved in every aspect of the school. As representatives of the students' link to success, the teachers developed the discipline policy and the teachers' handbook. They select the text books and work on their class schedules. This is accomplished under the leadership and management of the principal and vice principal. St. Joseph Catholic School practices Participatory Site Base Management in its purest form.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **Private Schools**

#### **1. School's assessment data narrative**

The Iowa Test of Basic Skills and the Cognitive Abilities Test are administered at St. Joseph Catholic School each spring. Every grade level takes the Iowa Test of Basic Skills, while grades two, five and seven are also administered the Cognitive Abilities Test.

For the school year 2001-2002 we used the renormed version of the Iowa Test of Basic Skills. This is noted on the testing table with an asterisk. Two publication years are noted on the tables, representing the older version of the test and the renormed version of the test.

The assessment data was not disaggregated as no groups of students comprise a statistically significant portion of the student population.

No groups of students were excluded from taking the test, however at certain times students may be absent for the testing period. Due to time constraints with the testing period, some students may be unable to complete the testing. Curriculum testing and report cards are used to assess these students.

### **For Public and Private Schools**

#### **2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

St. Joseph Catholic School uses assessment data to understand and improve student and school performance in a variety of ways. In relation to understanding and improving student performance, we administer achievement and ability testing. Teachers receive instruction through yearly in-services on interpretation of the test data. Instruction includes comparison of data from various tests in order to maximum student learning.

Through the use of software from Riverside Publishing the school is able to pinpoint the academic strengths and weaknesses of classes as well as individual students. This gives teachers the ability to evaluate the learning profile of their class as a whole and to make instructional decisions based on the information.

In order to enhance our performance, the teachers and staff meet as a group every month. These two-hour sessions address a variety of topics from student issues and their scores to morale and team building. Specific student achievement issues are reviewed and strategies are discussed to build upon their development and improvement.

Recently, we noted a dramatic drop in the math achievement scores in our third grade. Upon review of the test data we determined the drop was in math computation. This prompted change to our curriculum: more time was allotted for the automatic learning of facts, computer software was purchased for the fast, accurate review of facts, and the most current textbook edition was put into practice.

#### **3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

St. Joseph Catholic School uses a variety of ways to communicate student performance to its stakeholders. In addition to the traditional methods of report cards, progress reports, and parent-teacher conferences, student planners provide a daily means of communication from school to home. Conduct

and work habits are noted in the students' daily planner, allowing the parents instant notification of any problems. In 2001 the school introduced a Homework Site on the Internet to provide students, parents and teachers an additional component in their network for communication. Teacher email addresses are published in the school directory to offer another method for parent-school contact.

Parents are invited into the classrooms during the school year to view projects and assignments. Visitors to the school will see student work displayed along the corridors and in the library showcase. Our annual open house allows members of the community to see each of our classrooms and samples of our students' work.

Achievement testing results, along with results from the Cognitive Ability Test, are sent home each year. Students and parents receive a copy of the student's performance on those tests, as well as results of the grade level. Additionally, parents receive test results annually along with information on how to interpret their child's test data. A parent information session is held for further explanation of results with recommendations made for academic improvement. Additionally, cognitive readiness is evaluated in order to meet the appropriate cognitive needs for each student.

In addition, the school recently completed a 5-year strategic plan establishing the long range goals of the school. Included in the plan is information relating to student performance. Each family received a copy of the plan, and it is available on our website for review by the community.

#### **4. Describe in one-half page how the school will share its successes with other schools.**

St. Joseph Catholic School's energetic learning environment allows for many exciting experiences. Our students are involved in a variety of challenging competitions such as, the regional spelling bee, the regional and state science fair, drama exhibitions and oratorical contests.

Throughout the year our school community raises money, collects food, toiletries and infant items for various ministries around Atlanta. The students have written letters to military units, the New York fire fighters and ecumenical missions in El Salvador in order to share their faith and celebrate their success. Each year the eighth grade students participate in the Archdiocesan Mass during Catholic Schools' week. After this celebration, students enthusiastically exchange individual school data, network with their peers, and sometimes even create new friendships.

The use of technology and computers has become an essential part of sharing the successes of our school. Our comprehensive and informative school website is continually updated and revised. During our annual open house, prospective parents view our student and teacher produced PowerPoint presentation highlighting the school's and students' achievements.

Communication is necessary for our community and other schools to commemorate our accomplishments. We continue to use a variety of methods to help us with this task such as, local publications, the Archdiocesan Catholic newspaper, and to share sessions at coordinator meetings and in-service courses taken at various learning institutions.

## **PART V – CURRICULUM AND INSTRUCTION**

**1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

The curriculum of St. Joseph Catholic School is challenging and diverse. All students are engaged in appropriate ability and grade level activities, remedial support is offered if needed. Cross curriculum and cross grade lessons enrich student learning. National standards are not only met but are surpassed as St. Joseph Catholic School ranks in the top ten percent in language arts and mathematics.

Through our religion curriculum, daily instruction allows for building and growth of our Catholic faith. Service projects provide an awareness of social responsibility and an opportunity to work together as an entire school. Some of these projects include raising money for the Heifer Project, a worldwide charity, making sandwiches for MUST, a local ministry which provides a “hand up” to those in need, and collecting money for a former parent undergoing long term physical rehabilitation. TAG days call for students to bring in a can of food and 50 cents in exchange for an “out of uniform day”. Proceeds are donated to local charities. Active involvement of students, teachers and parents unites us as a community while cultivating a global perspective in our commitment to others.

The math curriculum in grades kindergarten through eight is challenging and continuously reinforces specific math concepts and skills. A variety of teaching strategies and instructional objectives are used to attain educational goals. The lower grades stress memorization and accuracy of math facts and lower level skills. These efforts act as readiness activities and promote understanding and development of higher level skills. Upper grades develop and apply the higher level skills which require a mastery of concepts, computation and communication of reasonable results. Concepts are continuously reinforced and student progress is evaluated. In light of these results, adjustments can be made if needed.

The reading curriculum mirrors the math curriculum in that the lower grades stress memorization and accuracy of decoding skills. Upper grade reading stresses comprehension of content material, focusing on the higher level skills of analysis, synthesis, and evaluation.

Spanish is taught in grades kindergarten through eight. Introduction of this language to our curriculum strengthens and develops an awareness of other cultures. Students are engaged in activities that enhance an understanding of the Spanish language. Manipulatives are used that are motivating thus reinforcing listening and speaking skills. Immersion in the language is encouraged through the class expectation of conversation necessitating students to respond using full sentences.

The science program utilizes creative thematic units to reinforce science concepts throughout our school. It is likely to find a Paleontology museum set up in one classroom and elaborate animal habitats lining the hallways. The middle school year begins with students studying the scientific method in preparation for the Science Fair Competition. Many of our students have received first and second place ribbons as well as honorable mention at the Georgia Science and Technology Fair.

**2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

The goal of the reading curriculum at St. Joseph Catholic School is two-fold: to provide the students a strong foundation in reading skills and strategies, while exposing students to quality literature. Our reading series, *Invitations to Literacy*, provides the students with the opportunity to practice the foundational skills of decoding, vocabulary development and comprehension. Strategies are actively taught to the students, allowing them further opportunities to gain meaning from the text.



The reading series incorporates literature stories into theme units. The themes are built around a common element, using stories from various countries. This allows students to examine the viewpoint of another culture and to learn from it, while the variety of stories motivates the students to want to read.

*Invitations to Literacy* was adopted for a number of reasons. It integrates into our existing curriculum through English and phonics. Similar concepts and skills are repeated throughout these three subjects. It allows the flexibility to teach to different levels of students, through the use of one series; the supporting materials allow for additional reading and reinforcement. A variety of instructional materials are available for the students, while choices are available to the teacher, also. Both formal and informal assessments are used in this series. *Invitations to Literacy* has proven to be a strong part of the curriculum because of its alignment with our goals, its amalgamation into our existing curriculum and its flexibility in supporting and providing instructional materials.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

The school year of 2001-2002 brought many changes at Saint Joseph Catholic School. One of these changes was the implementation of a new program titled Pathways. Pathways is an exploratory program designed to meet the academic and emotional needs of the middle school student. This program is developmentally based and research supported.

The goals of the pathway courses are to foster academic success, to teach life skills and to reinforce the importance of becoming an active citizen of the school community, thus developing social responsibility. The structure of this program enhances these goals. Block scheduling is used to maximize learning. The classes are heterogeneously mixed allowing unity to be developed among all middle school students. The class size is decreased to create an active learning environment and to promote a love for learning. Courses are student selected except for those which are SACS required. A variety of courses are offered quarterly and designed by faculty to meet the holistic needs of the middle school student. A sampling of these courses are: writing lab, math tune up, scriptures come alive, outreach choir, stress management, Russian area studies, peer helpers and adolescent law.

Ultimately, the purpose of this program is to expose students to a variety of academic experiences, to foster service to others, and to prepare students to become successful, productive members of their world.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

Both the academic and enrichment teachers incorporate the use of multiple intelligences in a variety of ways throughout our curriculum; our annual Christmas Around the World celebration is a great example. School wide, students are taught how different cultures prepare for the birth of Jesus, what traditions accompany the Christmas season in each culture and songs from around the world. Older students are engaged in the production of various skits, plays and crafts that enhance their understanding of traditional Christmas celebrations, and then present this knowledge to the younger students.

Teachers collaborate on lesson plans in order to enhance in the comprehension of material. While studying World War II in Social Studies, our eighth grade also read a novel about the Holocaust in literature class. In addition, each student prepared a newscast containing events of World War II and the Holocaust for presentation to the class. The culminating activity is a trip to the local Holocaust museum to hear a first hand account of events during this time period. The end results are an increased knowledge of this period in history and a positive sense of accomplishment.

Students in the lower grades use projects to enhance their learning. Our annual Economics Day gives the students the opportunity to learn about the monetary system. Students can earn, and pay, "school money" for things done in school. Students learn how to add currency and how to make change. The project

concludes with a morning engaging students in different shops to spend the money that they have earned.

Within each class teachers use hands-on learning to increase comprehension of material, while making learning enjoyable. We believe by using different instructional material our curriculum is rich and allows our teachers to assist individuals and their unique learning styles.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

The goal of professional development at St. Joseph Catholic School is to improve student achievement through programs which address the academic, emotional and social needs of the student through the professional growth of the faculty. To address the issues of emotional and social development, faculty in-service was completed in the Myers-Briggs Personality Type Indicator. The Myers-Briggs training creates an awareness of individual personality preferences and an acceptance of differences among faculty as well as the students. Our ongoing *Second Step* in-service focuses on violence prevention through teaching problem solving skills, anger management and empathy. Social competence is developed through this training, leading to academic improvement.

In our continuous effort to improve student achievement, in-service training focuses on learning differences, integrating technology into the classroom, and religious instruction of our faith. Teachers are made aware of the characteristics of the learning disabled child and the ADD/ADHD child. Interventions and behavior management strategies are taught in order to help these students succeed academically. Technology in-service enables the teachers to incorporate technology into the curriculum providing students with the learning tools needed to reinforce skills. Religious in-service in our Catholic faith fosters an atmosphere where Gospel values are modeled and Christian principles are central components of our total curriculum.

Teachers are also encouraged to continue their professional development outside of school. Funding is available for teachers to update their certification, to pursue graduate degrees, and attend professional conferences. Recently our religion teacher attended a national conference where he brought back many new and innovative ideas to share with the faculty.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.*

Private school association(s): NCEA

(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?

Yes X

No       

### **Part II - Demographics**

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3917.00</u> K	<u>\$3917.00</u> 1 <sup>st</sup>	<u>\$3917.00</u> 2 <sup>nd</sup>	<u>\$3917.00</u> 3 <sup>rd</sup>	<u>\$3917.00</u> 4 <sup>th</sup>	<u>\$3917.00</u> 5 <sup>th</sup>
<u>\$3917.00</u> 6 <sup>th</sup>	<u>\$3917.00</u> 7 <sup>th</sup>	<u>\$3917.00</u> 8 <sup>th</sup>	<u>\$</u> <u>      </u> 9 <sup>th</sup>	<u>\$</u> <u>      </u> 10 <sup>th</sup>	<u>\$</u> <u>      </u> 11 <sup>th</sup>
<u>\$</u> <u>      </u> 12 <sup>th</sup>	<u>\$</u> <u>      </u> Other				

- |   |                  |
|---|------------------|
| 2. What is the educational cost per student?<br>(School budget divided by enrollment)                     | <u>\$4236.00</u> |
| 3. What is the average financial aid per student?   | <u>\$1200.00</u> |
| 4. What percentage of the annual budget is devoted to<br>scholarship assistance and/or tuition reduction? | <u>  3  </u> %   |
| 5. What percentage of the student body receives<br>scholarship assistance, including tuition reduction?   | <u> 16 </u> %    |

**St. Joseph Catholic School**  
**Iowa Test of Basic Skills**  
**Kindergarten**

Grade Kindergarten

Test Iowa Test of Basic Skills

Edition/Publication Year 1996

Publisher Riverside Publishing

\*Edition/Publication Year 2001

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from taking the test in any years that are reported.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

**Reading Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Reading</b>			
Total Score	83%	96%	96%
Number of students tested	50	50	50
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

**Vocabulary Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Vocabulary</b>			
Total Score	81%	87%	85%
Number of students tested	50	50	50
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

\* The Iowa Test of Basic Skills was renormed beginning with the 2001-2002 school year.

**St. Joseph Catholic School**  
**Iowa Test of Basic Skills**  
**First Grade**

Grade First Grade

Test Iowa Test of Basic Skills

Edition/Publication Year 1996

Publisher Riverside Publishing

\*Edition/Publication Year 2001

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from taking the test in any years that are reported.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

**Math Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Math</b>			
Total Score	77%	92%	90%
Number of students tested	56	57	56
Percent of total students tested	100%	92% <sup>1</sup>	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

**Reading Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Reading</b>			
Total Score	81%	96%	93%
Number of students tested	56	56	56
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

\* The Iowa Test of Basic Skills was renormed beginning with the 2001-2002 school year.

<sup>1</sup> Total reflects student absenteeism.

**St. Joseph Catholic School**  
**Iowa Test of Basic Skills**  
**Second Grade**

Grade Second Grade

Test Iowa Test of Basic Skills

Edition/Publication Year 1996

Publisher Riverside Publishing

\*Edition/Publication Year 2001

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from taking the test in any years that are reported.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

**Math Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Math</b>			
Total Score	81%	79%	86%
Number of students tested	60	55	54
Percent of total students tested	100%	98% <sup>1</sup>	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

**Reading Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Reading</b>			
Total Score	85%	86%	87%
Number of students tested	60	55	54
Percent of total students tested	100%	98% <sup>1</sup>	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

\* The Iowa Test of Basic Skills was renormed beginning with the 2001-2002 school year.

<sup>1</sup> Total reflects student absenteeism.

**St. Joseph Catholic School**  
**Iowa Test of Basic Skills**  
**Third Grade**

Grade Third Grade

Test Iowa Test of Basic Skills

Edition/Publication Year 1996

Publisher Riverside Publishing

\*Edition/Publication Year 2001

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from taking the test in any years that are reported.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

**Math Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Math</b>			
Total Score	68%	86%	82%
Number of students tested	56	49	55
Percent of total students tested	100%	96% <sup>1</sup>	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

**Reading Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Reading</b>			
Total Score	82%	90%	91%
Number of students tested	56	51	55
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

\* The Iowa Test of Basic Skills was renormed beginning with the 2001-2002 school year.

<sup>1</sup> Total reflects student absenteeism.

**St. Joseph Catholic School**  
**Iowa Test of Basic Skills**  
**Fourth Grade**

Grade Fourth Grade

Test Iowa Test of Basic Skills

Edition/Publication Year 1996

Publisher Riverside Publishing

\*Edition/Publication Year 2001

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from taking the test in any years that are reported.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

**Math Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Math</b>			
Total Score	81%	79%	81%
Number of students tested	47	52	53
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

**Reading Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Reading</b>			
Total Score	80%	83%	87%
Number of students tested	47	52	52
Percent of total students tested	100%	100%	98% <sup>1</sup>
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

\* The Iowa Test of Basic Skills was renormed beginning with the 2001-2002 school year.

<sup>1</sup> Total reflects student absenteeism.



**St. Joseph Catholic School**  
**Iowa Test of Basic Skills**  
**Fifth Grade**

Grade Fifth Grade

Test Iowa Test of Basic Skills

Edition/Publication Year 1996

Publisher Riverside Publishing

\*Edition/Publication Year 2001

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from taking the test in any years that are reported.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

**Math Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Math</b>			
Total Score	76%	81%	82%
Number of students tested	52	55	58
Percent of total students tested	100%	98% <sup>1</sup>	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

**Reading Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Reading</b>			
Total Score	78%	83%	85%
Number of students tested	52	56	58
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

\* The Iowa Test of Basic Skills was renormed beginning with the 2001-2002 school year.

<sup>1</sup> Total reflects student absenteeism.

**St. Joseph Catholic School**  
**Iowa Test of Basic Skills**  
**Sixth Grade**

Grade Sixth Grade

Test Iowa Test of Basic Skills

Edition/Publication Year 1996

Publisher Riverside Publishing

\*Edition/Publication Year 2001

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from taking the test in any years that are reported.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

**Math Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Math</b>			
Total Score	84%	83%	87%
Number of students tested	55	53	53
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

**Reading Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Reading</b>			
Total Score	79%	86%	83%
Number of students tested	55	53	53
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			

\* The Iowa Test of Basic Skills was renormed beginning with the 2001-2002 school year.

**St. Joseph Catholic School**  
**Iowa Test of Basic Skills**  
**Seventh Grade**

Grade Seventh Grade

Test Iowa Test of Basic Skills

Edition/Publication Year 1996

Publisher Riverside Publishing

\*Edition/Publication Year 2001

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from taking the test in any years that are reported.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

**Math Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Math</b>			
Total Score	79%	85%	89%
Number of students tested	48	45	46
Percent of total students tested	100%	98% <sup>1</sup>	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

**Reading Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Reading</b>			
Total Score	83%	82%	86%
Number of students tested	48	46	46
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

\* The Iowa Test of Basic Skills was renormed beginning with the 2001-2002 school year.

<sup>1</sup> Total reflects student absenteeism.

**St. Joseph Catholic School**  
**Iowa Test of Basic Skills**  
**Eighth Grade**

Grade Eighth Grade

Test Iowa Test of Basic Skills

Edition/Publication Year 1996

Publisher Riverside Publishing

\*Edition/Publication Year 2001

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from taking the test in any years that are reported.

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

**Math Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Math</b>			
Total Score	82%	88%	87%
Number of students tested	42	45	45
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

**Reading Scores**

	2001-2002*	2000-2001	1999-2000
Testing month	February	February	February
<b>SCHOOL SCORES-Reading</b>			
Total Score	83%	87%	83%
Number of students tested	41	45	45
Percent of total students tested	98% <sup>1</sup>	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. N/A			

\* The Iowa Test of Basic Skills was renormed beginning with the 2001-2002 school year.

<sup>1</sup> Total reflects student absenteeism.



# **SCHOOL SUMMARY** *Iowa Tests of Basic Skills® (ITBS®)* **Ranked on Math Total**

School: St. Joseph - Marietta 14  
Archdiocese: Atlanta Archdiocese

Test Date: 03/2002  
Norms: Spring, 2000  
Order No.: 000040626  
Page: 1

	READING			Word Analysis	Listening	LANGUAGE			MATHEMATICS			CORE TOTAL	Social Studies	SOURCES OF INFORMATION		COMPOSITE
	Vocabulary	Comprehension	Math			Spelling	Capitalization	Punctuation	Usage & Expression	Concept Estimation	Problem Solving			Map & Diagram	Reference Material	
<b>Grade K</b>																
Number of Students Included	50			50	50							50				
Grade Equivalent of Average SS	1.4			1.8	1.5							1.3				
National Stanine of Average SS	7			8	8							7				
Percentile Rank of Average SS - National Student Norms	81			91	89							83				
Number of Students Tested = 50																
<b>Grade 1</b>																
Number of Students Included	56			56	55							56				
Grade Equivalent of Average SS	2.5			2.9	2.2							2.3				
National Stanine of Average SS	7			7	6							7				
Percentile Rank of Average SS - National Student Norms	77			81	72							77				
Number of Students Tested = 56																
<b>Grade 2</b>																
Number of Students Included	60			60	59							60				
Grade Equivalent of Average SS	4.1			4.1	3.7							3.7				
National Stanine of Average SS	7			7	7							7				
Percentile Rank of Average SS - National Student Norms	86			85	81							81				
Number of Students Tested = 60																
<b>Grade 3</b>																
Number of Students Included	56			56	56							56				
Grade Equivalent of Average SS	5.1			5.3	4.8							4.4				
National Stanine of Average SS	7			7	7							7				
Percentile Rank of Average SS - National Student Norms	81			82	77							79				
Number of Students Tested = 56																
<b>Grade 4</b>																
Number of Students Included	47			47	47							47				
Grade Equivalent of Average SS	6.3			6.8	6.4							6.3				
National Stanine of Average SS	7			7	7							7				
Percentile Rank of Average SS - National Student Norms	80			80	88							81				
Number of Students Tested = 47																
<b>Grade 5</b>																
Number of Students Included	52			52	52							52				
Grade Equivalent of Average SS	7.1			7.6	7.3							7.3				
National Stanine of Average SS	6			6	6							6				
Percentile Rank of Average SS - National Student Norms	74			78	84							75				
Number of Students Tested = 52																
<b>Grade 6</b>																
Number of Students Included	55			55	55							55				
Grade Equivalent of Average SS	8.9			9.2	8.6							8.6				
National Stanine of Average SS	7			7	7							7				
Percentile Rank of Average SS - National Student Norms	81			78	79							82				
Number of Students Tested = 55																
<b>Grade 7</b>																
Number of Students Included	48			48	48							48				
Grade Equivalent of Average SS	10.5			11.6	10.6							10.8				
National Stanine of Average SS	7			7	7							7				
Percentile Rank of Average SS - National Student Norms	83			82	83							79				
Number of Students Tested = 48																

Spelling is not included in Totals at Levels 7 and 8 or in the Composite at Levels 7 and 8 of the Complete Battery.  
Word Analysis and Listening are not included in Totals at Levels 3 through 9 or in the Composite at Level 9.

Vocabulary is not included in Reading Total at Level 6.



# SCHOOL SUMMARY

*Iowa Tests of Basic Skills® (ITBS®)*  
Ranked on Math Total

School: St. Joseph - Marietta 14  
Archdiocese: Atlanta Archdiocese

Test Date: 03/20/02  
Norms: Spring 2000  
Order No.: 000040826  
Page: 2

READING			Word Analysis		LANGUAGE				MATHEMATICS				CORE TOTAL		SOURCES OF INFORMATION		COMPOSITE
Vocabulary	Comprehension	TOTAL	Listening	Spelling	Capitalization	Punctuation	Usage & Expression	Concept /Estimat	Probs /Data	Computation	TOTAL	Social Studies	Science	Maps & Diagram	Ref. Material	TOTAL	
41	41	41		41	42	42	42	42	42	42	42	41	41	42	42	39	38
128	13+	13+		11.7	13+	13+	13+	13+	13+	13+	13+	13+	13+	13+	13+	13+	13+
7	7	7		6	7	7	7	7	7	7	7	7	7	7	7	7	7
86	81	83		74	80	77	82	82	78	77	82	84	80	84	81	82	84

Grade 8

Number of Students Included

Grade Equivalent of Average SS

National Stanline of Average SS

Percentile Rank of Average SS - National Student Norms

Number of Students Tested = 42

Grade 8  
Number of Students Included  
Grade Equivalent of Average SS  
National Stanline of Average SS  
Percentile Rank of Average SS - National Student Norms  
Number of Students Tested = 42

Spelling is not included in Totals at Levels 7 and 8 or in the Composite at Levels 7 and 8 of the Complete Battery.  
Word Analysis and Listening are not included in Totals at Levels 5 through 9 or in the Composite at Level 9.  
Vocabulary is not included in Reading Total at Level 6.